

To: Faculty Senators

Subject: The December 6th Faculty Senate Meeting and vote on EO 1100R and 1110

Dear Faculty Senators:

The Academic Senate meeting on Dec 6th is a very important meeting dealing with serious and timely issues for our nation. I am writing to urge you at the CSUN Faculty Senate meeting on Dec 6th 1) to protect diversity in the CSU curriculum and 2) to fight to protect the faculty's role in shared governance and the principle of academic freedom with regard to the academic curriculum at CSUN and the CSU. The Chancellor's Executive Orders 1100R and 1110, although framed as ways to speed students' path to graduation, are actually attacks on long fought-for diversity programs at the CSU and on academic freedom for faculty (See footnote 1 below for an explanation of this statement.) Both are critical issues for the future of our democracy.

I am very passionate about both of these topics. I first came to CSUN in 1968 in the middle of the Civil Rights movement. The Civil Rights Act of 1964 called for the elimination of discrimination on the basis of sex and race. The 1964-65 Berkeley Free Speech movement had established an example of student activism success with regard to free speech on the Berkeley campus. In 1967, the year before I came to CSUN, this campus had less than 50 Black students and less than 50 Chicana students enrolled in a university that was supposed to serve the huge metropolis that was Los Angeles. The minority communities of San Fernando and Pacoima were in CSUN's backyard. These Black and Chicana students had in 1967-68 negotiated with the CSUN university administration for the admission of 350 Blacks and 350 Chicana students in 1968-69 and for courses that were relevant to the needs and interests of these students. I was hired by the Political Science department in 1968 to teach a course on Minority Politics. I had in my class most of the Black and Chicana leaders on campus. It was an extraordinary year of learning for me. The year was one of marches and protests, arrests and overreaction by police, the jailing of students and faculty. However, the result was the creation of the Black Studies and the Chicano Studies Departments as well as a Women's Studies Program at CSUN.

Since that time, CSUN has grown from having a mostly white student body to one where approximately 70 percent of its students are students of color. It has been designated as a Hispanic Serving Institution. In the past 50 years, the Chicana Department has grown to be one of the largest and best in the nation. The Gender and Women's Department is one of the most globally and ethnically diverse departments in the country, if not the world. At a time in our nation's history when demographers project that our nation as a whole is becoming increasingly more diverse, these departments and the courses they teach become even more central to our educational mission. Not only do they serve as a source of mentoring to help their students succeed, they provide courses with their perspectives and knowledge to all CSUN students. This knowledge and the accompanying perspectives and social experiences are largely unavailable in other parts of the university. The faculty in these departments are pioneers not only in diversifying the curriculum but also in helping to make CSUN faculty more representative of the current student body, another important educational contribution to the university. Given the

growing diversity of this country's population and the current political climate, we need **more** ethnic studies, gender and women's studies and queer studies courses, not less!

The issue of protecting shared governance and academic freedom violated by the Executive Orders 1100R and 1110 is another reason that the CSUN Faculty Senate should refuse to implement these orders. As one who has been active in faculty governance during my career at CSUN (as a former member of the Faculty Senate for many years, as a former Faculty President, as a former department chair and as one who has served on several university committees for multiple terms), I am very aware of what has been the tradition of shared governance at CSUN. The purpose of shared governance at a university is to keep the lines of communication, cooperation and mutual respect open between the administration and the faculty so that academic freedom and faculty participation in the governance of the university can guide decisions concerning how students should be educated to meet the challenges of the times and societies they inhabit. This has changed gradually but quite dramatically since 1968 when I first came to CSUN. The faculty's role and voice in decisions at the university has diminished significantly. These changes have been both structural and behavioral. The university has poured increasing amounts of money into hiring more and more administrators - with salaries significantly higher than those of the faculty - to design and implement policies such as "student success" policies which too often do not take into account faculty knowledge and experience gathered in the classroom. Part-time faculty now outnumber full time faculty. Part-time faculty are excluded from faculty Part-time faculty are excluded from faculty governance almost altogether. Administrators are valued for their skill in handling budgets or raising money or following dictums from above rather than for their skill at identifying and solving educational problems, or for setting the tone and example of democratic, educational or intellectual leadership. In the past, we have had presidents who attended not only Faculty Senate meetings but also Faculty Executive Committee meetings to keep abreast of faculty opinion on various issues, to communicate to the faculty the thinking, plans and reasoning of the administration and to listen to and seriously consider the responses. Other CSUN presidents have made it a point to be "out and about" on the campus to talk to faculty and to students, to come to meetings and to be accessible. This attitude has not been present in recent years at CSUN. Those at the head of an organization, be it the Chancellor, the President, a Dean, or a department chair, set the tone for those under them. They can either let academic freedom flourish through shared governance or suppress it by withholding information, withdrawing from interaction and issuing decrees. Executive Orders 1100R and 1110 are prime examples of administering by decree by the Chancellor's Office, thereby setting the example and tone for all under him including the President of CSUN and all other administrators at CSUN.

A democratic society depends on having democratically governed institutions within it. As the Civil War, the women's suffrage, labor, Civil Rights and anti-Vietnam War movements have taught us, making and keeping our institutions accountable to our democratic ideals and principles depends on citizens being willing to stand up and fight for them in both small and large ways.

Please send a message to the Chancellor of the CSU and to other CSUs that the CSUN faculty stands by its earlier decisions **not to participate** in implementing the Executive Orders 1100R and 1110.

Sincerely yours,

Jane H. Bayes

Professor

Footnote

1) As you may know, on Dec 6, 2018 the Faculty Senate is scheduled to decide whether to approve the implementation of one of 7 options in response to the Chancellor's Office Executive Order 1100R. Executive Orders 1100R and 1110 involve curriculum matters and were issued by the Chancellor's Office without meaningful or adequate faculty consultation at CSUN. The Chancellor's Office originally justified these orders as a means of facilitating student transfers among the CSUs and from the junior colleges to the CSU. They also argued for these changes as a way to "streamline" the path to graduation and thereby improve "student success." The Executive Orders called for the elimination of developmental math and developmental writing courses and for a number of changes to General Education requirements. No data as to the consequences of these changes were provided by the Chancellor's Office.

Changes in General Education Requirements can mean changes in resources for faculty and departments in the CSU. Faculty in the Chicax Studies Department at CSUN studied the Executive Orders and compiled data to learn that the changes would mean a significant drop in enrollments for departments and classes listed under Section F, Ethnic Studies departments, the Gender and Women's Studies Department and the Queer Studies Department, departments that are heavily dependent on General Education enrollments for survival. While these enrollment drops would probably not be significant immediately, they would overall reduce the enrollments in these classes over a period of 3 to 5 years, severely weakening and eventually eliminating these departments and programs.

Subsequently, CSUN's institutional Research Office used recent enrollment data to predict the impact of 7 different options regarding the 9 units of upper division education which currently can be chosen from sections, A, B,C,D, E and F, but which in the EO 1100R are distributed with 3 of the 9 units mandated to be from upper division B (Science and Math). These seven options are those to be put to a vote on Dec 6 at the Faculty Senate meeting. **None of these 7 options**

address the EO 1100R mandate to double count GE. Double counting is expected to reduce the demand for GE courses including Section F as it mandates that GE courses taken to fill requirements in a student's department also count for GE credit. This will particularly impact smaller departments that depend heavily for their survival on students in other majors taking their GE courses. **Additionally, all of these 7 options** alter the structure of CSUN GE in ways that are not faculty driven and that violate the Faculty Senate vote to "not participate in the implementation of the EOs."

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